DOCUMENT RESUME

ED 295 404 EC 202 843

AUTHOR Brill, Jay
TITLE Learning Disabled Adults in Postsecondary Education. 1987 Edition: Update.
INSTITUTION American Council on Education, Washington, DC. HEATH Resource Center.; National Clearinghouse on Postsecondary Education for Handicapped Individuals, Washington, DC.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE 87
CONTRACT 300-80-0857
GRANT G0084C3501
NOTE 9p.; For the 1983 edition, see ED 238 239; for the 1984 edition, see ED 264 685.
AVAILABLE FROM HEATH Resource Center, One Dupont Circle, N.W., Suite 800, Washington, DC 20036.
PUB TYPE Guides - Non-Classroom Use (055) -- Reference Materials - General (130)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College Choice; *College Preparation; College Students; Eligibility; *Learning Disabilities; *Postsecondary Education; *Student Characteristics
IDENTIFIERS Test Adaptations

ABSTRACT

The fact sheet provides basic information on postsecondary educational services for learning disabled (LD) adults. The handicap of learning disability is described and a brief checklist of typical characteristics of the learning disabled adult is provided. A discussion of options after high school precedes information on types of programs for LD students including the prep program, the LD program in college or university, or the regular campus program. The necessity of verification of LD to qualify the student for various adaptations and accommodations is noted. Information helpful for locating the appropriate school includes a list of directories (with annotations, availability, and cost data); suggested questions to ask on visiting the campus; the importance of planning ahead to utilize various accommodations; and social concerns. Also briefly discussed are high school equivalency testing for students with special needs, college testing services for students with special needs, and sources of recorded texts. Finally, six organizations or self-help groups and 15 additional print resources are described with addresses and pricing information. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

HEATH Resource Center
a program of the American Council on Education

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED295404

LEARNING DISABLED ADULTS IN POSTSECONDARY EDUCATION

1987 Edition

Increasing numbers of students with learning disabilities are attending American colleges and universities. Over fourteen percent of all freshmen with disabilities report that they are learning disabled, according to the **American Freshman: National Norms for 1986.** Disabled Student Service providers also report that the number of learning disabled students continues to increase dramatically on their campuses. Over 40% of the inquiries to HEATH addressing a specific handicap concern learning disabilities. The numbers of children identified and specially educated in the public schools as learning disabled has grown from 800,000 in 1976-77 to nearly 2,000,000 in 1985-86, according to the **Eighth Annual Report to Congress on the Implementation of the Education of the Handicapped Act (PL 94-142).**

Several factors are responsible for the continued increase in participation of learning disabled people in postsecondary education: improved identification of children who are learning disabled, provision of appropriate special education in elementary and secondary schools, the "coming of age" of those who were provided an education with necessary support services, and the growing awareness in postsecondary institutions that providing necessary support services for such students may allow them to succeed in college, technical school, and beyond.

Federal and state legislation provided a great impetus to the identification and appropriate education for disabled children, including those with learning disabilities. The Education of all Handicapped Children Act of 1975 mandated that all children be provided an "appropriate free education" and authorized money to the states for that purpose. The regulations clarifying Section 504 of the Rehabilitation Act of 1973 were issued in 1977. Section 504 prohibits recipients of federal funds (most public and private postsecondary institutions) from discriminating because of handicap, and the Regulations specify in detail how recipients must comply with the law. The January 19, 1981 regulations to implement the Rehabilitation Act of 1973, as amended, include within the definition of severely handicapped those individuals who have a specific learning disability, thus allowing such persons to be eligible for vocational rehabilitation services, when there is evidence of serious functional limitation and a need for multiple vocational rehabilitation services over an extended period of time.

Improved identification, appropriate special support services, and greater awareness of the problems and successes of learning disabled students have made learning disability the handicap about which most inquiries are made to the HEATH Resource Center. This paper has been developed to answer many of these questions. Learning disabled students, their parents and advocates may find the information which follows useful in planning ahead for education after high school. Administrators, instructors, and support staff at both secondary and postsecondary institutions may learn about ways to initiate and/or improve services to learning disabled students. Vocational Rehabilitation counselors may become aware of the many possibilities which are now available to their learning disabled clients and may be able to utilize the resources included at the end of this fact sheet.

The handicap of learning disability is described and a brief check list presented for those unfamiliar with the condition. A discussion of options after high school leads to the heart of this paper — what is available for learning disabled students in colleges and universities. While the entire paper is directed to all of the groups mentioned above, the main section, **Locating the Appropriate School,** is directed to the student. Annotated information about standardized testing, recorded texts, and selected resources conclude the paper.

LEARNING DISABILITY — THE HANDICAP

Learning disability, LD, is a hidden handicap. Unlike the person who uses sign language or walks with crutches, the learning disabled person shows no visible characteristics of the disability. The casual observer does not realize that difficulty in processing information causes the person to cope differently from others in learning and living situations.

The difficulty in processing information may also influence the person's performance. One who can

EC 202843

think logically and clearly may nonetheless be physically unable to write out a simple paragraph. In fact, one of the handicaps associated with learning disabilities is inconsistency of performance. A perfectly articulate, informed, person may be unable to read a set of instructions. One who can organize a complicated set of arrangements on the telephone in order to achieve a desired goal, may become hopelessly confused in a chattering classroom, supermarket, or a metropolitan transit system. LD individuals who have had difficulty interpreting facial expressions, tone of voice and other body-language, may not have learned appropriate skills to manage many of life's social situations.

By adulthood many of the psychosocial aspects of the disability may have begun to take their toll and may be equal in importance to the problems educators had focused on in a person's early years in school. Repeated failure to achieve success in school and with friends may have led to low self esteem. Inability to sustain interpersonal relationships may have led to social isolation and/or poor judgement in selecting friends. Stresses of covering up the disability may diffuse energies better spent in searching for and using learning styles. Therefore, feelings of anxiety, inadequacy, and frustration are not uncommon among LD adults. Frequently people whose learning disability is not diagnosed until adulthood are relieved to find that their frustrations have a name and that there are ways to deal with them.

Most professionals agree that learning disability refers to perceptual handicaps present at birth or from early childhood due to causes other than impairment of vision, hearing, mobility, mental retardation, emotional disturbance, or environmental disadvantage. A learning disabled person is not retarded. LD adults have normal or above normal intelligence, a factor which helps many devise extraordinary coping mechanisms to hide or overcome the disability.

Learning Disability — A Checklist

Educational psychologists, psychological diagnosticians, and neurologists are usually consulted to assess the degree of disability and to determine strengths and learning styles for future development. Informed observation, however, may assist friends, parents, counselors, and teachers to suggest and encourage professional assessment. Professionals indicate that a learning disabled person may exhibit several or many of the behaviors listed below.

- Demonstrates marked difficulty in reading, writing, spelling and/or using numerical concepts in contrast with average to superior skills in other areas.
- Has poorly formed handwriting—may print instead of using script; writes with inconsistent slant; has difficulty with certain letters; spaces words unevenly.
- Has trouble listening to a lecture and taking notes at the same time.
- Is easily distracted by background noise or visual stimulation; difficulty in paying attention; may appear to be hurried and anxious in one-to-one meetings.
- Has trouble understanding or following directions; is easily overwhelmed by a multiplicity of directions or over stimulation; may not understand information the first time it is given and may need to have it repeated.
- Confuses similar letters such b and d, or p and q; confuses the order of letters in words repeating was for saw, teh for the; may misspell the same word several different ways in the same composition.
- Omits or adds words, particularly when reading aloud.
- Confuses similar numbers such as 3 and 8, 6 and 9, or changes the sequence of numbers such as 14 and 41; has difficulty copying numbers accurately and working with numbers in columns.
- Exhibits severe difficulty in sticking to simple schedules; repeatedly forgets things, loses possessions, and generally seems "personally disorganized."
- Appears clumsy or poorly coordinated.
- Seems disorganized in space—confuses up and down, right and left; gets lost in buildings; is disoriented when familiar environment is rearranged.
- Seems disoriented in time—is often late to class, unusually early for appointments, unable to finish assignments in the standard time period, or rushes to complete them not using all the time allocated.
- Displays excessive anxiety, anger or depression because of the difficulty in coping with school or social situations.
- Misinterprets the subtleties in language, tone of voice, or social situations.

[Checklist adapted from GWU (George Washington University) **Access,** Spring 1983.]

OPTIONS FOR EDUCATION AFTER HIGH SCHOOL

All students, not just those with disabilities, need to evaluate carefully all the options available to them after they finish high school. Some things to consider are academic qualifications, academic or vocational goals, financial resources, and personal interests. The educational alternatives available after high school include four-year colleges and universities, junior and community colleges, vocational or technical schools, thirteenth year or residential training, home study, and adult education. (For descriptions of each of these types of programs, write for the free HEATH fact sheet, **Education Beyond High School—the Choice is Yours!** or subscribe to **Information from HEATH** (newsletter) which describes new campus ideas. Educational programs can be adapted for students with specific learning disabilities. In order to assess strengths accurately, all students — and especially those with learning disabilities — should explore interests, hobbies, and recreational activities. LD students who may frequently meet failure in academic work may find success in other areas. For some, careers in technical or scientific fields which require less verbal skills than other areas may be appropriate choices.

Consult two other HEATH fact sheets: **Strategies for Advising Disabled Students and Access to the Science Laboratory and Classroom.** If a vocational program is your preference, you might find suggestions in another HEATH fact sheet, **Education for Employment** helpful. A number of young adults are using the resources of a center for independent living as they explore future options (see ILRU listed in Selected Organizations). The rest of this paper will deal with learning disabled students who decide to go on to universities and two- or four-year colleges.

FOCUS ON HIGHER EDUCATION

Types of Programs for LD Students

American colleges and universities provide a variety of options for students with learning disabilities. Those that include LD students in their population generally fall into one of these categories:

The Prep Program may be a pre-college year, semester, or summer program and is usually offered on a college campus, but may also be in a secondary setting. Emphasis is on diagnosing strengths and individual learning styles, thus, study skills and organization are taught. There is usually a large component of individualized counseling leading to choice of and application to college. Prep Programs are generally very small so that class size of 3 to 6 students is not unusual. They often include psychotherapeutic services (fee for which may be covered by medical insurance). Tuition/room and board may reflect all of these elements.

LD Program in College or University. Often there is a separate admission to the LD Program. A strong emphasis is placed on individual counseling, academic advising, and identifying personal and educational strengths. An LD specialist usually coordinates the program or is on staff. Diagnostic evaluation may be part of the program. Students usually take some regular classes in the college—for college credit. Frequently one or two non-credit courses specifically designed to enhance skills are part of the program. The social skills are often addressed in the form of peer counseling and structured opportunities for social interaction. The goal of the LD program is to teach LD students how to manage their disability, and provide the necessary support services so that the student ultimately can function in the regular campus program, earn a degree, and handle life situations. Because of the individualized nature of the LD programs, there is often a fee in addition to the regular tuition.

Regular Campus Program. Many colleges and universities admit LD students under their regular admissions process which may be either by "open enrollment" or a selective procedure. Nearly all American campuses have some sort of support services and/or tutoring available to all students. While there is no special program for LD students, those who need adaptations, auxiliary aids, or tutoring may register with the Disabled Student Services Office or the Dean of Students where appropriate modifications can be arranged. For instance, instructors might agree to have their lectures taped by the student, or give untimed exams in a quiet room so the student can tape the exam answers. Students who succeed in this regular setting are those who are used to managing their disability, are fairly assertive about their needs, and who are strongly motivated to succeed.

Verification of LD and Types of Accommodations

In a postsecondary program where a learning disabled student needs and expects to receive/use adaptations, verification of the disability is usually required. On many campuses there is an office or a delegated official who is responsible for services to disabled students. The Special Service Office or Disabled Students Office or Enablers — all various names for such offices (or, if no special office exists, contact the Dean of Students) usually requires a student to register for services. At that time a student may present documentation which verifies that he/she has a disability. Diagnostic testing and assessment by a neurologist, educational counselor, or other professional are usually sufficient so long as they have been done within the last two or three years. Registration is voluntary, but services are usually provided only to those registered.

Once registered, the student and the designated campus official can determine what adaptations and special arrangements may be necessary and available. The Special Services Office usually arranges for the services, and can frequently intervene for a student with faculty who may be resistant to accepting classroom changes. Support services which are usually available on any campus which admits LD students include the following: advising, readers, study carrel in library, letters/meeting with instructor, scribes, tape recorders in library, notetaker, lab assistance, study skills consultation, tape-recorded texts, exam time extension, referral.

Generally those support services which provide access to the program are available at no cost to the students. The services listed above, therefore, are usually free to the student. Services, aides, and devices which are of a personal nature — for personal use and study — such as individualized LD tutorial, extensive counseling by LD specialist, diagnostic/prescriptive testing — are often provided on a fee basis.

LOCATING THE APPROPRIATE SCHOOL— A GUIDE FOR STUDENTS

Selecting the appropriate college or university from among the thousands of choices in the United States is an overwhelming task for most people. Various criteria must be used to narrow the possibilities. Such considerations as location, distance from home, cost, campus setting, as well as academic preparation, competitiveness, and average standardized admissions testing scores all can serve to narrow the possibilities. For such students with learning disabilities, the choice can be narrowed further by

determining what general type of program is suitable at the time (Prep, LD, or Regular, see above), and then searching for those in the location, with a good program in major field of interest, in affordable cost range, etc. determined beforehand.

Directories

HEATH Resource Center staff members are frequently asked if there is a "list" of schools which serve learning disabled students. The staff are hesitant to endorse a list which would imply that only those schools on the list serve learning disabled students. After reading the information provided above, however, students and advisors may find a listing of schools a suitable starting point for an investigation into available options. Existing programs can also serve as resources for other campuses. Readers should be aware that the time consuming process of preparing a directory often results in publication of outdated material and that many directories simply collect and print minimally edited and unverified survey results. Additionally, HEATH staff feel that students, parents and others can obtain more accurate and personalized information by using a program evaluation handbook such as the HEATH publication **How to Choose a College: Guide for the student With a Disability,** or **Unlocking Potential: College and Other Choices for Learning Disabled People** reviewed later in this paper. With these cautions stated, the HEATH Resource Center lists the following directories and their sources. Before purchasing any of these directories, be sure to check your local library or high school guidance office.

The BOSC Directory of Facilities for Learning Disabled People, compiled and edited by Irene Slovack (1985) is a concise guide for persons who are seeking information about schools and training programs for young persons who are learning disabled. The **Directory** describes facilities for learning disabled youth from ages three to 21, and lists both residential and day programs for LD youth as well as self-selected postsecondary programs and agencies serving learning disabled people. The **Directory** ($28.00 + $2.00 postage & handling) is available from BOSC, Dept. F, Box 305, Congers, NY 10920. The **1987** Supplement is available for $5.00 plus $2.00 postage and handling, or both volumes may be ordered for $30.00 plus $2.00 postage & handling.

Colleges/Universities That Accept Students with Learning Disabilities (January, 1985) lists institutions by state. It is available for $3.00 prepaid from Association for Children and Adults with Learning Disabilities, 4156 Library Road, Pittsburgh, PA 15234. (412) 341-1515.

Directory of College Facilities and Services for the Disabled (Second Edition, 1986) contains information about special facilities and services, physical terrain, auxiliary aids, numbers of students, degrees and contact persons at over 2,300 colleges and universities. It is available for $95.00 from Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004-1483.

A National Directory of Four Year Colleges, Two Year Colleges and Post High School Training Programs for Young People with Learning Disabilities (Fifth Edition, 1984) describes organizations and institutions by state. Note that non-collegiate programs are included. (A Sixth Edition is scheduled for Winter 1988). It is available for $15.95 + $2.00 postage from Partners in Publishing, Box 50347, Tulsa, OK 74150. (918) 584-5906.

Peterson's Guide to Colleges with Programs for Learning Disabled Students by Charles T. Mangrum II and Stephen S. Strichart is a comprehensive guide to more than 250 four-year colleges and universities offering special services for students with dyslexia and other learning disabilities. The **Guide** devotes an entire page to each college with an easy to use grid that lets the reader assess a program and compare colleges quickly and effectively. Detailed information is provided on the learning disabilities program, services, and aids available at each college. Available in bookstores or from Peterson's Guide, Department 5710, 166 Bunn Drive, PO Box 2123, Princeton, NJ 08540-0008, for $13.95 plus $2.00 for shipping and handling.

Questions To Ask

As you sort through brochures you have sent for from the schools in which you might have an interest, you may list those which seem most like you and plan to visit the campus. A productive visit will be one which you have arranged in advance by requesting an appointment to talk with either the Dean of Admissions or the Disabled Student Services Officer, or LD Program Director. Planning such an interview may allow the school time to arrange for you to sleep in a dorm for the night and attend a class or two so that you can get a "feel" for the campus. You may also want to talk to a learning disabled student taking courses there. Once you meet with a campus administrator, you may want to ask some questions — if they have not already been answered in informal talks. Listed below are some questions LD students frequently ask. If you visit several schools, you may want to compare the answers given by each.

—What are the requirements for admission?

—How many LD students are on campus? What year are they in? Are they full time, part time, residents, commuters, traditional age, or older? Men? Women? Can you introduce me to one of these students?

—What are the goals and objectives of the program?

—What services are provided? Is there a charge for them? How does one obtain such services?

—What specialized training in learning disabilities do the service providers have?

—Is tutoring and/or counseling provided on a one-to-one basis or in a group? If in a group, how large is it? How frequently and intensively is it available?

—What supervision is provided for non-certified instructors or tutors?

—How is the duration of services determined? Is it usually one semester? One year? Two-or longer?

—Who will be my academic advisor and what training does this individual have in learning disabilities?

—Do LD students take regular college courses? For credit?

—Are any courses unavailable to LD students?

—What modifications have faculty or administrators been willing to make for LD students on the campus?

—Are there courses required of LD students? If so, do they carry college credit and does the credit count toward graduation?

—How many LD students have graduated from this college? In what fields? What have they done since graduation?

[This list is adapted from Vogel, S.A., "Issues and Concerns in LD College Programming," in **Young Adults With Learning Disabilities: Clinical Studies,** Johnson, D. and Blalock, J. (Eds), Orlando, Florida: Grune & Stratton, 1987.]

Plan Ahead

Once you have selected your school and have been admitted and enrolled, it is time to think of your own individual needs for which you must plan ahead. Perhaps a few days of walking around the campus before others arrive would help in getting settled. Or, if you are planning to request textbooks on tape, be aware that it could take some time (perhaps even up to 6 months!) to get them, thus you need to contact instructors well ahead of time for a list of required books for each course. You may also need help from a study skills teacher on how to use taped materials effectively and what to listen for. Send for the HEATH fact sheet **Make the Most of Your Opportunities** for more detailed information on planning ahead.

If you plan to ask another student for copies of his/her notes, you might need your instructor to help you find a volunteer, and time to order special non-carbon copy paper which is available from National Technical Institute for the Deaf bookstore, One Lomb Memorial Drive, Rochester, NY 14632. Or, if you would like to get permission to tape record class lectures, the Director of Special Services might help you with that. This person may have other ideas for you as well.

The important part of these suggestions is that making arrangements is your job, especially in a mainstreamed setting, and you will need plenty of time to have them work out to your advantage.

Social Concerns

Up to now this paper has concentrated on classroom learning. But learning and living outside the classroom is important too. Some of the ideas that learning disabled students themselves have found helpful in managing out-of-classroom activities in mainstreamed college life follow:

—Find out how the campus bookstore works. The school bookstore is a busy, confusing place especially at the beginning of each semester. Some people go early, before other students arrive on campus, to learn the layout and procedures. Others ask a friend to go with them or request an escort from the Special Services Office. Some students make a list of what they need in order of the bookstore layout. It also helps to find out what is required for payment. Does the bookstore accept checks or only cash? Do you have to bring a student I.D. card or some other identification in order to have checks approved?

—Investigate how to get a parking place, if you have a car. Can you get parking permits ahead of time? Do you need cash or a student I.D. or anything else to get it?

—Keep a list of important phone numbers in your wallet or somewhere always available: the dorm resident or a friend in the dorm who could let you in if you forget your key; campus security who could also help if you are locked out of the dorm or of your car; professors you need to call if, for instance, an assignment is going to be late; the Coordinator of Special Services who can help with academic problems. Some students have said such a list gives them a feeling of confidence — they are prepared to handle any crises!

—Keep a calendar with enough space to write down appointments. A semester calendar which incorporates the assignments and exam dates from each class syllabus is also a good idea.

—Minimize cost confusion in the cafeteria. Some students sign up for the meal plan, where one pays at the beginning of the semester for a given number of meals and then simply shows a meal plan card instead of paying cash for each individual meal. Others select the fixed price meal, where a student chooses from among limited items and does not have to keep track of the cost.

—Simplify terminology. Sports is an area than can be satisfying. If you have trouble with rules or with terminology, talk about it with the coach or teammates. Together you might develop different clues that work better for you. For example, "pass the ball to Jim" might make more sense to you than "lateral off to the left tight end." The same is true of technical language in other areas, whether chemistry, math or government. Everyone is meeting new terms in college level courses, and the important thing is to find easier ways of describing those words or concepts that pose difficulties to you.

—Write down directions to parties or meetings or go over them orally, according to your preferred learning style. Write down the time and place of the next meeting.

—Schedule regular exercise or recreational activities. Leisure time activities are an important stress release.

Students with specific learning disabilities — because their special needs are not obvious to others they are in contact with — will be helped as the college communities become sensitized to learning disabilities in a positive way. Schools that educate many students with learning disabilities have done some of the following things:

- In-service programs for faculty and staff to discuss what learning disabilities are and special strategies for teaching students with LD.
- Awareness days for the student body to help others understand about disabilities including LD and learn to accept the individual differences of peers.

STANDARDIZED TESTING

High School Equivalency Testing for Students with Special Needs

Persons with learning disabilities who wish to take the high school equivalency exam can obtain special accommodations and editions of the exam through the GED (General Educational Development) Testing Service. The Chief Examiner must be provided with professional verification of the disability. Special editions include braille, large print, and audio cassettes. Special accommodations include additional time, quiet surroundings, low-glare lighting, etc. The fact that the test was taken under special conditions generally will not be included on the student's record. For more complete information, contact the State Department of Education in your state.

College Testing Services for Students With Special Needs

Persons with learning disabilities may obtain, if necessary, special accommodations and/or editions of either of the two most commonly used admissions/placement tests — the Scholastic Aptitude Test (SAT) provided by the Admissions Testing Program of the College Board and the American College Testing (ACT) Assessment. Extended time, cassettes, readers, large type, flexible test dates, separate test rooms, individualized supervision or instructors, and marking assistance are among the special arrangements permitted. These requests should be made well in advance of the exam date. The details of what is involved in special testing varies between the two testing services. Of particular importance is whether or not the fact that the test is taken under nonstandard conditions is noted on the student's records. The SAT notes any test taken under nonstandard conditions. The ACT makes no reference to special testing unless extended time was used. Students, parents, and counselors may want to talk this over and decide whether or not the disability warrants special testing. For some students it may be worth the investment to take the test both ways. For complete details about special testing and other tests provided by the two testing services, contact:

ATP Services for Handicapped Students
CN6400
Princeton, New Jersey 08541-6400
(609)734-5350

The ACT Assessment-"Special Testing Guide" Test Administration
P.O. Box 168
Iowa City, Iowa 52243
(319)337-1332

RECORDED TEXTS

Recording for the Blind (RFB) provides taped educational books for disabled individuals who qualify. Disability must be certified by a specialist as defined by RFB. If applicant is accepted, RFB materials and services are provided free. For additional information and application form, contact Recording for the Blind., Inc., 20 Roszel Road, Princeton, NJ 08542, (609) 452-0606.

"Talking Books" are available for learning disabled persons from the Library of Congress, National Library Service for the Blind and Physically Handicapped. Medical or psychological certification stating that the applicant cannot read due to an organic disfunction or specific learning disability, is necessary. For application, contact Library of Congress, National Library Service for the Blind and Physically Handicapped (NLS), 1291 Taylor Street, N.W. Washington, DC 20452, (202) 287-5100 or your local Talking Book Center. A directory of volunteer groups who produce reading materials in tape-recorded, large print, or braille form is available at no cost from the NLS.

SELECTED ORGANIZATIONS AND SELF HELP GROUPS

Association for Children and Adults with Learning Disabilities (ACLD), 4156 Library Road, Pittsburgh, PA 15234. (412)341-1515, Jean Peterson, Executive Director. Membership organization of professionals and parents devoted to advancing the education and well being of children and adults with learning disabilities. Publication list includes numerous documents devoted to defining and finding solutions for the broad spectrum of learning problems. **ACLD Newsbriefs** is published 6 times per year. The international conference held annually, has featured a growing number of sessions related to postsecondary education of LD adults. The conference also features a meeting of the ACLD Youth & Adult Section. Contact the above address for future conference sites.

Association of Learning Disabled Adults, P.O. Box 9722, Friendship Station, Washington, DC 20016. Serves as a model self-help group and provides technical assistance to those who wish to organize self-help groups.

Independent Living Research Utilization Project (ILRU), P.O. Box 20095, Houston, TX 77225 (713) 797-0200. Office gives technical assistance to groups interested in starting an independent living center, and also publishes a state-by-state **Directory of Independent Living Programs** available for $8.50. 306 programs listed.

Marin Puzzle People, Inc., 1368 Lincoln Avenue, Suite 105, San Rafael, CA 94901. (415) 453-4006. Organization of learning disabled adults in the San Francisco Bay area, offering social functions, minicourses, information and referral services. Its monthly newsletter is available to people within and outside California, costing $12/year (sample copy free). A booklet entitled **Socialization of Learning Disabled Adults—Why and How to Organize a Group** describes setting up local clubs and costs $3.00.

National Network of Learning Disabled Adults, 808 N. 82 Street, Suite F2, Scottsdale, AZ 85257. (602) 941-5112, Bill Butler, Newsletter Editor. An organization run by and for people who are learning disabled. Encourages and provides technical assistance in the

development of self support groups for LD adults. A free newsletter and list of self-help groups is available.

Orton Dyslexia Society, 724 York Road, Towson, MD 21204. (301)296-0232. An international scientific and educational association concerned specifically with the widespread problem of specific language disability of developmental dyslexia. Parents as well as professionals are members. There are chapters in many states, each of which holds at least one public meeting or workshop per year. Publications of the Society include books, packets, and reprints helpful in understanding dyslexia.

SELECTED RESOURCES

Assisting College Students with Learning Disabilities: A Tutor's Manual, by Pamula Adelman and Debbie Olufs, is designed for use by service providers and tutors working with learning disabled students. The **Manual** gives program development guidelines, and case studies covering determining problem areas, helping students study effectivly, exam strategies, time managment, and spelling strategies. The **Manual** is available for $15.00 (AHSSPPE members) or $25.00 (non-members) from the Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE), P.O. Box 21192, Columbus, OH 43221.

Assisting the Learning Disabled: A Program Development and Service Delivery Guide for University Service Providers, Diagnosticians, Tutors, Counselors, and Learning Disabled Students, developed by Dr. Anna Gajar (1986), is now available at cost from the Pennsylvania State University. The **Guide** includes four chapters, each containing many components relating to major objectives of any model program serving mainstreamed university students who are disabled. The four chapters address: the development of a comprehensive diagnostic and academic support service program, steps involved in conducting awareness and informational activities, development of materials for dissemination, and lastly, identifying and conducting research in selected academic areas. For a copy of this **Guide,** mail a check or money order for $11.00 payable to The Pennsylvania State University to the following address: The Pennsylvania State University, c/o Dr. Anna Gajar, 226B Moore Building, University Park, PA 16802. Please allow 3-4 weeks for delivery.

The College Student with a Learning Disability: Handbook for College LD Students, Admissions Officers, Faculty and Administrators, by Susan A. Vogel, 1985, second edition, is a useful, clearly written booklet which covers significant topics including the definition of learning disability, characteristics of LD adults, characteristics of a model comprehensive college LD program, ways that administrators and faculty can help, and ways LD students can help themselves. Includes an updated reference section. The booklet may be ordered by prepaying $3.50 to ACLD, 4156 Library Road, Pittsburgh, PA 15234.

College Students with Learning Disabilities: A Student's Perspective . . . by Carol Wren and Laura Segal is an informative, readable and highly moving booklet describing the experience of one learning disabled college student. Both student and service provider descriptions of the journey from pre-diagnosis to acceptance of the disability are presented. Especially useful are the sections on developing a learning profile and understanding the diagnosis. Single copies are available by prepaying $1.00 to Project Learning Strategies, DePaul University, 2323 Seminary, Chicago, IL 60614.

The FCLD Learning Disabilities Resources Guides: A State by State Directory of Special Programs, Schools and Services provides expanded information about schools, special programs, and services, plus new methods of listing and highlighting resources allows quick identification of references. A chapter on options beyond high school and resource and reading lists supplements the 300 pages of program information. Available for $10.00 from the Foundation for Children with Learning Disabilities, (FCLD) Box 2929, Grand Central Station, New York, NY 10163.

HELDS Project Series on Teaching Learning Disabled College Students is a set of 17 booklets written by University faculty containing techniques for teaching specific subject areas. Each booklet includes sections about the effect of the disability on learning, structuring the course and class hour, and teaching techniques. English, grammar, history, chemistry, logic, electricity, foreign language, behavioral and social sciences, and courtship and marriage are among the areas covered. Sets of the HELDS booklets have been distributed nationwide, but are still available for $20.00 per set from Educational Opportunities Program, Central Washington University, Ellensburg, WA 98926. (509) 963-2131.

The LD College Writers Project is a rich source of information on Writing, Learning Disabilities, and Computers and offers publications such as **Composition, Word Processing and Learning Disabled College Writers, Microcomputers and the Learning Disabled College Writer, A Guide to Selecting Word Processing Software for Learning Disabled College Writers,** and other reprints of their findings. To order (at cost) contact the LD College Writers Project, University of Minnesota-General College, 106 Nicholson Hall, 216 Pillsbury Drive S.E., Minneapolis, MN 55455. (612) 625-8384. Project materials are also available through the ERIC system.

Rehabilitating the Learning Disabled Adult and **Independent Living and Learning Disabilities,** two articles reprinted from **American Rehabilitation,** are available free from Dale Brown, President's Committee on

Employment of the Handicapped, Room 600, 1111 20th Street, NW, Washington, DC 20036. Include mailing label with your address if possible.

Section 504, Help for the Learning Disabled College Student by Joan Sedita is a discussion of Section 504 of the Vocational Rehabilitation Act Amendments of 1973 and its implications for college learning disabled students. Also discussed are admissions procedures, academic adjustments, auxiliary aids, etc. Available for $1.00 each from: Landmark School, Prides Crossing, MA 01965-0417. Inquire for bulk rates.

Specific Learning Disabilities: A Resource Manual Learning for Vocational Rehabilitation presents material for rehabilitation counselors in advising clients with learning disabilities. The descriptions of the disability, of terminology and of diagnostic tests, as well as practical tips on finding support services and appropriate job training will be of interest to young people, their parents, teachers and counselors as well. Available for $12.50 from Vocational Rehabilitation Center, c/o SLD Manual, 1325 Forbes Avenue, Pittsburgh, PA 15219.

Strengths and Weaknesses: College Students with Learning Disabilities is a 26-minute color film that focuses on four learning disabled students and four professionals working with them on adapting learning styles for academic success. The film's message is excellent for student, professional and general audiences. Available for purchase as film or video cassette ($420 or $340), rental ($50.00/week). **Learning Disabilities-First Hand** provides viewers with a clear understanding of the social emotional and academic obstacles faced by persons with learning disabilities. 15 1/2 min. Available as a film or video cassette ($285 or $235), rental($50.00/week). Both films are available from Lawren Productions, 930 Pitner Ave., Evanston, IL 60202. (800) 323-9084

Support Services for LD Students in Postsecondary Education: A Compendium of Reading collects 23 of "Best of AHSSPPE" Proceedings in the area of LD on campus. This book spans the student life cycle from transition from high school direct services, to classroom accomodations, psychosocial issues and postgraduate issues in employment. The **Compendium** is available for $11.50 (AHSSPPE members) or $22.00(non-members) from the Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE), P.O. Box 21192, Columbus, OH 43221.

Their World is a magazine published once a year by the Foundation for Children with Learning Disabilities. The glossy pages of this beautifully done, upbeat and sensitive publication contain photographs, drawings, and articles written by parents, children and professionals about their experiences with learning disabilities. Available for $4.00 from FCLD, Box 2929 Grand Central Station, New York, NY 10163.

Unlocking Potential: College and Other Choices for Learning Disabled People: A Step-By-Step Guide by Barbara Scheiber and Jeanne Talpers. **Unlocking Potential**, first published as **Campus Access for Learning Disabled Students** by Closer Look (1985) has been reissued by Adler & Adler under the new title. This handbook, focuses on the selection of appropriate college, technical school or other postsecondary program; the admissions process; coursework accommodations; supportive services; the use of new technology; and tips on personal adjustment. The handbook, based on interviews with LD students, LD adults, parents, counselors, admissions directors, instructors, and support services providers, includes tested and proven cost-effective approaches to the subject. **Unlocking Potential,** which contains virtually all of the information from **Campus Access,** is available for $12.95 in local bookstores, or can be ordered. For additional ordering information contact Adler & Adler, 4550 Montgomery Avenue, Bethesda, MD 20814. (800) 638-3030 or in MD call collect (301) 824-7300.

What Do You Do After High School?: The Nationwide Guide to Residential, Vocational, Social and Collegiate Programs Serving the Adolescent, Young Adult, and Adult with Learning Disabilities. Regina Skyer & Gil Skyer. (1986-87). This **Guide** gives a comprehensive national overview of programs for LD individuals. The authors cover six major areas: vocational programs, formal and informal; college programs; diagnostic evaluation; tutoring, remediation and counseling; independent living and residential services; recreation and summer opportunities; organizations and networks. Each area is discussed and listed with brief annotations. The Skyers have listed and attempted to cross-reference every program in the country that might serve persons who are learning disabled, thus a fair number of entries in this 444 page **Guide** include a statement that the program is not specifically for learning disabled persons, but should be considered. However, this **Guide** is invaluable as a tool for a counselor for pulling together a wealth of national information. The **Guide** is available for $29.95 from Skyer Consultation Center, Inc., P.O. Box 121, Rockaway Park, NY 11694. (718) 634-7206.

Spring 1987 update by Jay Brill. Previous editions prepared by Rhona C. Hartman, Mona Hippolitus, and Maxine T. Krulwich.

This fact sheet was prepared under contract No. 300-80-0857 and updated under cooperative agreement No. G008403501 with the U.S. Department of Education. The contract was awarded to the American Council on Education. The contents do not necessarily reflect the views of the U.S. Government, nor does mention of products or organizations imply endorsement by the U.S. Government.

2M/5/87/849206